Safe, Caring and Orderly Schools

A Guide

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Safe, Caring and Orderly Schools

A Guide

BRITISH COLUMBIA

Ministry of Education
Standards Department

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"While there is no question that British Columbia faces a serious problem with bullying, harassment and intimidation in its school system, there are many signs that suggest we have a great opportunity to address the problem. Acceptance and acknowledgement is key. Once our schools and communities face their fears and accept responsibility for these problems, we can find ways to make our schools safer....

The challenge is to help both schools and communities develop or adopt programs that will work for them. It is imperative that schools and communities work together to solve these problems with the support of provincial agencies. Local solutions to address local problems are required; however, the supports must be in place to guide schools and communities."

Facing Our Fears – Accepting Our Responsibility
Report of the Safe Schools Task Force
(June 11, 2003)

Safe, Caring and Orderly Schools: A Guide describes the vision for schools toward which school boards, schools and school communities across British Columbia must continually strive. The guide provides provincial standards for codes of conduct, and identifies attributes of safe, caring and orderly schools. It also outlines strategies for informing appropriate members of the school community of safety concerns in a timely manner.

This guide and the other components of British Columbia's Safe, Caring and Orderly Schools Strategy have been developed to guide and support school boards and schools as they strive to make the schools of our province as safe, caring and orderly as possible.

Acknowledgements

The Ministry of Education would like to thank all who have participated in the development of *Safe, Caring and Orderly Schools: A Guide*.

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Preface

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their mastery of learning outcomes or their ability to become contributing members of society. In addition, schools must strive to create and maintain environments that support student achievement by addressing safety issues that can become barriers to optimal learning.

In the past few years, interest in the issue of school safety has increased – both within British Columbia schools and among the general population. This interest stems, in part, from increasing concern about violence within our communities. It stems, as well, from a recognition that a strong relationship exists between feelings of safety and belonging and a student's ability to learn.

In the spring of 2002, the Honourable Christy Clark, Minister of Education, appointed a Safe Schools Task Force, chaired by Lorne Mayencourt, MLA Vancouver-Burrard, to consult with parents, students and educators across the province to identify ways to address violence in schools.

In June 2003, the Safe Schools Task Force completed a report on bullying, harassment and violence in British Columbia schools. The report *Facing Our Fears - Accepting Responsibility* contained a number of recommendations for improving school safety. Three recommendations in the report called for action on the part of the Ministry of Education and have led to the development of **British Columbia's Safe, Caring and Orderly Schools Strategy**. This strategy is in keeping with the government's New Era vision of safe streets and schools in every community.

*Recommendations in the Safe Schools Task Force report called for action on the part of the Ministry of Education and have led to the development of **British Columbia's Safe, Caring and Orderly Schools Strategy**.*

The Safe Schools Task Force recommended that:

#1(a) ... School Boards in consultation with School Planning Councils, review, amend or develop policies to better address bullying; ensure clear expectations regarding staff and student behaviour.

(b) ... the Ministry of Education provide schools with a framework to assist School Boards in ensuring their policies and procedures are consistent with the *British Columbia Human Rights Code* and the *Charter of Rights and Freedoms.*

#2 ... the British Columbia Confederation of Parent Advisory Council publication *Call It Safe* [both elementary and secondary school versions] be widely distributed [and made easily accessible] to parents, to students, and to School Planning Councils.

#3 ... School Boards, in consultation with School Planning Councils, develop procedures for reporting and investigating incidents of bullying ... that procedures be widely circulated to parents and students ... [and] ... that School Boards publicly report the nature and volume of violent incidents, together with evidence of appropriate response.

The **Safe, Caring and Orderly Schools Strategy** is designed to help make schools places where students are free from harm, where clear expectations of acceptable behaviour are held and met and where all members of the school community feel they belong. The strategy has three main components.

Safe, Caring and Orderly Schools: A Guide describes the vision for schools toward which school boards, schools and school communities across British Columbia must continually strive. The Guide identifies attributes of safe, caring and orderly schools, and provides provincial standards for codes of conduct. It also outlines strategies for informing appropriate members of the school community of safety concerns in a timely manner.

Accountability mechanisms have been enhanced to promote safety in schools, and to identify successful practices as well as areas where improvements are needed. To enable school boards to identify trends and to track progress toward achievement of safety goals, they may require schools to provide information about the number and nature of violent incidents in schools and how schools responded.

Access to sources of information on school safety has been improved. The Ministry of Education website now contains a Safe, Caring and Orderly Schools link to helpful resources, many of which can be printed directly from the website. Among these is the popular publication *Call It Safe*, developed by the British Columbia Confederation of Parent Advisory Councils to help parents when they have concerns about bullying, harassment or intimidation. *Call It Safe* is available – in English, French, Punjabi, Chinese and Korean – on the Internet at the Ministry of Education's web page:

www.bced.gov.bc.ca ⇨ Safe, Caring and Orderly Schools

Introduction

Purpose

In *Facing Our Fears - Accepting Responsibility*, members of the Safe Schools Task Force reported that every community they visited expressed genuine concern about issues of bullying, harassment, intimidation and youth violence. The collective message from presenters was clear: the problem "must be faced head-on"; the issues are "too complex for quick-fix solutions"; and "more binders, programs or kits are not the answer."

"The solution," the Task Force concluded, "is about **attitudes, commitment, action** and **accountability**."

Attitudes – because we need to acknowledge that we have a problem and that we can and should address it.

Commitment – because our belief that we will resolve the problem will determine our degree of success.

Action – because safe, caring and orderly schools don't just happen: we design, create and maintain them.

Accountability – because we need to monitor our progress.

While acknowledging "... that violence among children and youth is a complex social problem best addressed through local solutions," the Task Force and the British Columbia Confederation of Parent Advisory Councils called for provincial standards to address student safety in schools. As a result, this document, *Safe, Caring and Orderly Schools: A Guide*, has been developed to assist schools and school districts with this very important work.

Safe, Caring and Orderly Schools: A Guide – Content and Organization

The information presented in **Section One: Attributes of Safe, Caring and Orderly Schools** underlines the point that safe schools don't just happen. They are developed by committed people using appropriate and ever-improving policies, procedures and practices – the building blocks of safe, caring and orderly schools.

The section describes some of the attributes of safe, caring and orderly schools.

For example:

Safe schools

- make it easy and safe for students and their parents to inform school authorities of safety concerns
- make a "big deal" about bullying, harassment and intimidation

Caring schools

- enable parents to advocate for their children's well-being
- enable students to help each other
- promote appropriate adult-student relationships

Orderly schools

- plan for things to "go right" and are ready to respond appropriately if or when things "go wrong"
- minimize distractions from purposeful learning activities
- are characterized by a climate of mutual respect and responsibility

See **Appendix A** for a more detailed description of the attributes of safe, caring and orderly schools.

Section Two: Codes of Conduct presents standards for the development of codes of conduct. The standards outline elements that should, at a minimum, be incorporated in all codes of conduct in British Columbia schools.

For example:

- the purpose of the code of conduct
- methods of promoting expected behaviour and correcting inappropriate behaviour
- age and/or maturity expectations
- expected behaviours – including informing adults about safety concerns
- inappropriate behaviours – including disruptive behaviours and serious misconduct like bullying, harassment and intimidation
- consequences for inappropriate behaviours
- notification of parents and/or other adults

The ministry encourages school boards and schools to review existing codes and/or develop new codes of conduct in light of these provincial standards and the unique requirements and characteristics of the communities they serve.

Section Three: Timely Information addresses the challenge of managing the flow of information related to student safety in schools. This is a matter within the domain of schools and school boards and is regulated by legislative provisions. However, heightened concern for student safety in recent years has led schools to find more effective ways to obtain and share information about bullying, harassment and intimidation. As a result, many schools have:

- increased the visibility and availability of adults
- made it easier to report safety concerns
- made it safer to report safety concerns
- made reporting safety concerns a common practice

The section contains a brief discussion about records of safety-related incidents and concerns, and how and when schools typically convey information to appropriate parties. For example, when serious misconduct occurs, the right to privacy of individuals is balanced with the needs of the school community to know that school officials are aware of the incident and are taking appropriate steps to address it.

In addition to **Appendix A**, which has already been referenced, relevant documents, information and sources of information are included in other appendices to this guide.

Appendix B contains questions to facilitate discussion and prompt actions that will lead to continually improving policies, procedures and practices in support of school safety.

Appendix C lists resources available electronically through the Ministry of Education website, and provides links to materials available on other helpful websites (e.g., the BC Safe Schools and Communities Centre resource catalogue, and the BCSTA data base of school district policies).

Appendix D contains sample forms for recording and reporting incidents of violence. It also contains references to sources of information about recording and reporting.

Appendix E contains excerpts from relevant legislation (e.g., the *British Columbia Human Rights Code*, the *Charter of Rights and Freedoms*, the *Youth Criminal Justice Act* and the *School Act*).

Appendix F lists references used in the preparation of *Safe, Caring and Orderly Schools: A Guide*.

"Given the opportunity to be part of the discussion about student and school safety, parents in school communities, Parent Advisory Councils and District Parent Advisory Councils are ready and willing to participate."

British Columbia Confederation of Parent Advisory Councils

School boards, schools and members of the communities they serve are invited to make use of these materials in whatever manner is most helpful.

As the Safe Schools Task Force resolved, "It will require the full commitment of individuals involved at all levels of the school system to change our schools, make them safer places and foster the climate needed for students to succeed."

It is hoped that these resources and this guide will support school communities throughout our province with this important work.

Section One: Attributes of Safe, Caring and Orderly Schools

Shaping School Cultures

"The members of the Task Force recognize the challenges that schools and their communities face in providing safe environments for our children and youth, and we support them in their desire to eliminate violence in all its forms."
Facing Our Fears - Taking Responsibility - Report of the Safe Schools Task Force (June 2003)

The BC Human Rights Code identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

Recommended Resources

Diversity in BC Schools: A Framework
BC Ministry of Education (2004 Edition)

BC Performance Standards Social Responsibility: A Framework
BC Ministry of Education (2001)

The BC Performance Standards for social responsibility provide a framework that schools and families can use to focus and monitor their efforts to enhance social responsibility among students and to improve the social climate of their schools.

School cultures are shaped by the values and attitudes of the people they involve: school staff, supporting organizations and agencies, students, parents and the wider community. In a safe, caring and orderly school community the deep, personal commitment of its members to create and maintain a respectful, welcoming and nurturing environment is explicitly stated. Incidents of bullying, harassment or intimidation and other types of serious misconduct are addressed quickly, effectively and in ways that restore or strengthen relationships.

British Columbia schools are striving to develop positive and welcoming school cultures, and are committed to fostering optimal environments for learning. Members of these school communities share a commitment to maintaining **safe, caring and orderly schools**. They focus on prevention of problems and use school-wide efforts to build "community," fostering respect, inclusion, fairness and equity. They set, communicate and consistently reinforce clear expectations of acceptable conduct. They teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.

People associated with safe, caring and orderly schools assume responsibility, in partnership with the wider community, for resolving critical safety concerns. They work together to better understand issues such as bullying, intimidation and harassment, racism, sexism and homophobia, and to learn new skills to respond to them. They respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging. They participate in the development of policies, procedures and practices that promote school safety. They monitor and evaluate their school environments for evidence of continuous improvement – and they recognize and celebrate achievements, while acknowledging areas that need improvement.

Safe, Caring and Orderly Schools

Safe, caring and orderly schools don't "just happen": they are developed by committed people using appropriate and ever-improving **policies, procedures and practices – the building blocks** for creating and maintaining safe, caring and orderly school environments. **Appendix A** lists many examples of these building blocks of safe, caring and orderly schools. These examples may assist school boards and schools with the review and/or further development of their own policies, procedures and practices, considering the unique needs of their schools and the communities they serve.

The Voice on Harassment: BC Student Voice *answers four questions posed by the Ministry of Education concerning bullying, intimidation and harassment in schools.*

Students considered what steps could be taken to reduce the rate of bullying, intimidation and harassment in BC schools. Their advice to teachers, administrators and other school staff is as follows:

- communicate openly with students
- get involved in student activities
- let students know you are listening to their concerns
- take action on those concerns
- treat all students equally
- be visible in the hallways and talk to students on a personal level
- enforce [school] rules consistently
- provide an example of acceptance
- inform parents of [school] rules and regulations
- inform parents of problems that are going on in the school
- create a comfortable and positive school/learning environment for students
- recognize students for their talents, deeds and achievements
- be approachable

Voice on Harassment: BC Student Voice, 2001 (Page 13)

Safe schools are ones in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

In light of increased concerns about youth violence in recent years, **safe schools have anticipated and made additional provisions to respond promptly to:**

- **reports of unsafe conditions or actions**
  Safe schools make it easy and safe for students and their parents to inform school authorities of presently or potentially dangerous situations. All staff members are prepared to receive such information in a professional manner and to convey it to appropriate personnel as soon as possible. Arrangements are in place so that reports of unsafe conditions or actions can be made confidentially or anonymously. Safe schools keep records of all reports of unsafe conditions or actions and their responses to them, and they review these records regularly to identify and address ongoing concerns.

- **bullying, harassment and intimidation**
  Safe schools make a "big deal" about "small" incidents of this type. All staff and students are educated about these serious behaviours and work together to prevent them from occurring. Students understand the critical role that bystanders play and take appropriate actions (including getting adult assistance) to stop such incidents. Students understand the difference between "reporting" (speaking up on your own or someone else's behalf in order to keep someone safe) and "ratting" (speaking up in order to get someone in trouble). Students also understand that they are expected to inform a staff member promptly of incidents of bullying, harassment or intimidation, and feel secure from retribution for doing so. All staff members are prepared to receive such information in a professional manner and to convey it to appropriate personnel as soon as possible. Arrangements are in place so that reports of bullying, harassment and/or intimidation may be made confidentially or anonymously. Safe schools keep records of all reports of bullying, harassment and intimidation and their responses to them. Safe schools review these records on a regular basis to identify and address ongoing concerns.

Caring schools know that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

In light of increased concerns in recent years about bullying, harassment and intimidation, **caring schools have been making additional efforts to**:

- **enable parents to advocate for their children's well-being**
  Caring schools make parents aware of the availability of resources like *Call it Safe,* published by the British Columbia Confederation of Parent Advisory Councils, and encourage parents to come forward with their concerns. Staff members respond to such expressions of concern in a professional manner and arrange for parents to connect with appropriate personnel as soon as possible. Staff members in caring schools always reconnect with parents after they have looked into the concern to tell them what steps have been taken to address it. Parents are encouraged and assisted to bring their concern to other levels if the school is unable to resolve the matter.

- **enable students to help each other**
  Caring schools sensitize students to the important roles they have to play in making the school a better place for everyone. Students understand that bystanders, especially those with high social status, can play a critical role in stopping bullying, harassment and intimidation. They know that when bystanders intervene in appropriate ways, it is effective. Students subscribe to a code of social justice – not a code of silence – and they work with each other and with staff members to make everyone feel they are important members of the school community.

- **promote appropriate adult-student connections**
  Caring schools know that "students who feel recognized and appreciated by at least one adult at school will be less likely to act out against the school ethos of nonviolence" (Walker, 1999). Staff members willingly share the responsibility to fulfill this need for students – particularly those who don't "stand out" in other ways. Staff members also understand how important it is for each student to know and have access to at least one "tellable" adult – someone in a position to give or get help, and who can be trusted to act promptly and with discretion.

Orderly schools are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Orderly schools work hard to prevent serious misconduct, including bullying, harassment and intimidation from occurring. **Orderly schools are especially pro-active about**:

- **actions**
  Orderly schools plan consciously for things to "go right" and are ready to respond appropriately if or when things "go wrong." Expectations about acceptable behaviour, respect and decorum are understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

- **interactions**
  Orderly schools are civilized places. People are polite and courteous to each other. People are considerate of each other. They respect each other. There are no "putdowns."

- **distractions**
  Orderly schools keep distractions to a minimum. Interruptions to learning are brief and infrequent. Following interruptions, people return promptly to the task at hand. Transitions are handled smoothly and people move on to the next activity with a minimum of fuss. People dress appropriately for working and learning.

Safe, caring and orderly schools are constantly looking for ways to strengthen human connections. These provisions, strategies and characteristics are highlighted as a reminder of the importance of continually updating practices in light of current situations and relevant research. The ministry encourages schools to review existing practices and extend their efforts to make their schools as safe, caring and orderly as possible.

Section Two: Codes of Conduct

School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

See – Appendix E: Guiding Legislation

School Act Section 85 (2) (c): ... a board may, subject to this Act and the regulations, do all or any of the following:

(c) make rules

(i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board.

Standards

1. All British Columbia schools include students, parents and staff in the development and review of codes of conduct.
2. Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community.
3. Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.
4. Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.
5. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.
6. Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.

Standards

7. At a minimum, codes of conduct contain the following elements:

   a. **Statement of Purpose** – one or more statements that provide a rationale for the code of conduct and explain its goals. For example:

      - to establish and maintain safe, caring and orderly environments for purposeful learning
      - to establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
      - to clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location

   b. **Conduct Expectations**

      Acceptable conduct – one or more statements that convey clearly and concisely how students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location. For example:

      - respecting self, others and the school
      - helping to make the school a safe, caring and orderly place
      - informing a "tellable" adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
      - engaging in purposeful learning activities in a timely manner
      - acting in a manner that brings credit to the school

      Unacceptable conduct – one or more statements that convey clearly and concisely what is considered to be unacceptable conduct. At least one statement should be included to explain that the behaviours cited are examples only and not an all-inclusive list. For example:

      - behaviours that:
        - interfere with the learning of others
        - interfere with an orderly environment
        - create unsafe conditions
      - acts of:
        - bullying, harassment or intimidation
        - physical violence
        - retribution against a person who has reported incidents
      - illegal acts, such as:
        - possession, use or distribution of illegal or restricted substances
        - possession or use of weapons
        - theft of or damage to property

      Rising expectations – one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades. For example:

      - increasing personal responsibility and self-discipline
      - increasing consequences for inappropriate behaviour

Standards

c. **Consequences** – one or more statements to explain that the severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action. For example:

- responses to unacceptable conduct are pre-planned, consistent and fair
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct

d. **Notification** – one or more statements to explain that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. For example:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

Section Three: Timely Information

Encouraging Communication

If no significant or immediate response occurs to bullying, harassment, intimidation and other violence, all those involved (directly or indirectly) may conclude that such behaviour is acceptable. Victims, believing that nothing can or will be done to stop the behaviours, may feel helpless. Aggressors may see their behaviours as acceptable forms of self-expression or successful ways to solve problems. Bystanders may become increasing unwilling to intervene and/or report, thus reinforcing the code of silence that enables bullying, harassment, intimidation or other misconduct to thrive.

Effective schools address these issues by encouraging communication and empathy, and promoting responsibility and accountability. Effective response strategies facilitate the safe reporting of safety concerns, and encourage victims to speak up and report. Bystanders are encouraged to intervene and report. Mechanisms are in place to enable all parties involved in an incident to communicate and resolve the situation safely. Responses support and complement school and school board policies and in turn are supported and complemented by those policies.

Keeping Records

Routinely kept records of reported safety concerns and incidents of violence provide documentation about the nature of the concerns or incidents, when and by whom the reports were received and what actions were taken in response. Schools and school boards track violent incidents in a variety of forms, and use that information in conjunction with other measures to monitor school safety and plan for improvements.

Sharing Information

The criminal justice system for young persons emphasizes, among other principles, "enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected."
Youth Criminal Justice Act (2002) Declaration of Principle 3. (1)(b)(iii)

Managing the flow of information related to student safety in schools is a delicate balancing act. Deciding how much information can, and should, be shared with which people, and how many people, at any given time is a frequent dilemma for school personnel. Saying too much, too soon, to too many has the potential to harm the reputations of individuals and the school. It can also disrupt the sense of order the school works so hard to maintain. Saying too little, to too few, too late can lead to other regrets.

Personal privacy needs to be protected – yet people need to be alerted to watch for indications of potential danger that might otherwise go unnoticed. What is certain is that the school must have well-established and well-known mechanisms in place to receive (openly, confidentially and anonymously), record and act on information about concerns for student safety. What is equally certain is that the school must take action promptly and firmly at the first indication of bullying, harassment or intimidation – ignoring it is not an appropriate response.

Recommended Resources

Focus on Bullying: A Prevention Program for Elementary School Communities

See – Develop a School-Wide Plan for Bullying Prevention (Pages 15-57)
and Respond Directly to Bullying Situations (Pages 59-*83)*

Focus on Harassment and Intimidation:
Responding to Bullying in Secondary School Communities

See – Chapter 3/Taking Action, Part I
Preparing for Action (Pages 23-40)
Chapter 6/Taking Action, Part IV
Responding (Pages 97-115)

Sample Forms presented in Appendix D have been adapted from these resources.

Reports - In

Schools can reduce the likelihood that incidents of violence, bullying, harassment and intimidation will occur by conducting safe school initiatives and establishing caring and orderly school environments. But staff members can't intervene in a timely manner to actually stop (or head off) specific incidents unless they know about them. Heightened concerns for student safety in recent years have led many schools to:

- **increase the visibility and availability of adults**: adult presence beyond the classroom – in hallways, the cafeteria, gymnasium, and on the school grounds helps the school keep a watchful eye on students in unstructured situations. It also makes student – adult conversations a natural and frequent occurrence and increases the probability that an adult will hear or be told some important information.
- **make it easier to report safety concerns**: students know that all staff members are prepared to receive reports (verbally or in writing) of safety concerns in a professional manner and to convey the information to the appropriate personnel as soon as possible.
- **make it safer to report safety concerns**: anonymous "safety tip" boxes are placed strategically around the school, and confidential "safety tip" voicemail numbers are published. Both are checked frequently by a "tellable" adult.
- **make reporting safety concerns common practice**: a code of social justice (as opposed to a code of silence) is openly valued in the school, as is the expected behaviour that students will inform a "tellable" adult, in a timely manner, of incidents of bullying, harassment or intimidation.

Records - Kept

Traditionally, schools maintained records of student conduct in the files of individual students. While this system made it relatively simple to review behaviour records on a student-by-student basis, it was of limited use in providing a sense of how things were going in the school as a whole. In recent years most schools have implemented some sort of information system that enables them to examine conduct-related data on a school-wide basis. Analyses can be made by type of infraction, date, frequency and consequences imposed, as well as student-by-student. Schools document violent incidents, including bullying, harassment, intimidation and other serious misconduct, as well as some less serious disruptive behaviours in this manner.

Schools and school boards track violent incidents in a variety of forms, and use that information in conjunction with other measures to monitor school safety and plan for improvements.

In addition, most schools keep a safety log, which details reports of safety concerns. This documentation provides a record of the nature of each report, when and by whom it was received and the action that was taken in response to it. Traditionally, entries in these school safety logs pertained to buildings, grounds and equipment (e.g., loose floor tiles, fire extinguishers, earthquake drills) – things that could have an impact on the physical safety of students. With recent concerns for students' emotional and psychological safety, many schools now also formally document the receipt of reports of bullying, harassment and intimidation and other forms of violence in their safety logs. Specific details of these reports, however, are kept separately as they usually contain confidential information.

Together, these two information systems assist schools and school boards to monitor safety issues and plan comprehensive strategies to address them.

A key principle of the education system's accountability structure is that school boards employ evidence-based decision making, using a combination of provincial measures and measures relevant to the local community context.

Over time, records-kept enable schools and school boards to assess the impact of school responses and initiatives taken to make schools as safe, caring and orderly as possible. They also provide a basis for accountability.

Reports - Out

Sample recording and reporting forms are included in ***Appendix D.***

As school staff members are expected to help make the school as safe as possible, it is important that they be informed of new safety concerns in a timely manner. It is assumed that such information will be shared on a professional need-to-know basis and that staff members will respect privacy rights and keep information about individual students inside the school.

There may be instances, however, when it is important and/or necessary for some information about student behaviour to conveyed to one or more adults outside the school. Such notification practices are usually governed by board policy and school procedures. As a rule, in instances of serious misconduct, the parents of the offender are informed. If the serious misconduct involves bullying, harassment or intimidation, the parents of both student offenders and student victims are informed and involved in resolving the situation. In addition, it is common practice for the school to reconnect, on a confidential basis, to thank the individual who reported the issue and advise him/her that it has been addressed.

School board policy may require that school district officials be advised of certain types of misconduct. The school may also have legal obligations to inform the police or agents of other public service organizations about the details of the misconduct and identities of the individuals involved. Again, it is assumed that this information will be shared on a professional need-to-know basis.

Despite the best efforts of the school to safeguard the privacy of its students, some information about serious misconduct on the part of one or more students may become known informally within the school community. At such times it may be important and/or necessary for the school to reassure members of the school community that school officials are aware of the misconduct and are taking appropriate actions to address it. In such instances, students' identities and specific details of the incident would not be disclosed.

Finally, school boards may choose to share information with their communities about safe school-related goals. To enable boards to identify trends and track progress toward achievement of safety goals, they may require schools to provide information about the number and nature of violent incidents in schools and the response. Here again, students' identities should be kept confidential.

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Appendix A: The Building Blocks of Safe, Caring and Orderly Schools

A school culture is shaped by the values and attitudes of its community members, including school staff, supporting organizations and agencies, students, parents and the wider community. In a safe, caring and orderly school community the deep, personal commitment of its members to creating and maintaining a respectful, welcoming and nurturing environment is explicitly stated, and incidents of harassment or intimidation are addressed quickly, effectively and in ways that restore or strengthen relationships.

British Columbia schools are striving to develop positive, welcoming school cultures and are committed to fostering optimal environments for learning. Members of these school communities share a commitment to maintaining **safe, caring and orderly schools**. They strive to:

- develop positive school cultures and focus on prevention
- use school-wide efforts to build "community," fostering respect, inclusion, fairness and equity
- set, communicate and consistently reinforce clear expectations of conduct
- teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights
- assume responsibility, in partnership with the wider community, for resolving critical safety concerns
- work together to better understand issues such as bullying, intimidation and harassment, racism, sexism and homophobia, and to learn new skills to respond to them
- respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging
- participate in the development of policies, procedures and practices that promote school safety
- monitor and evaluate their school environments for evidence of continuous improvement
- recognize and celebrate achievements, while acknowledging areas that need improvement

Recommended Resources

Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities

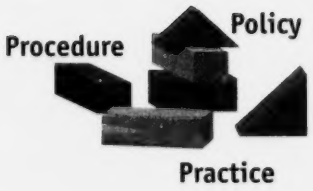
See – Chapter 4/ Taking Action, Part II Developing and Evaluating Policies and Procedures (Pages 41 – 50)

Guiding Legislation

Detailed excerpts from relevant legislation are provided in ***Appendix E.***

As school districts and schools undertake the important work of addressing safety, they work within the framework of federal and provincial legislation, including the *Constitution Act*, the *Canadian Charter of Rights*, the *Multiculturalism Act*, the *British Columbia Human Rights Code*, the *Official Languages Act*, the *Youth Criminal Justice Act* and the *School Act*.

The "Building Blocks"



Policy, procedure and **practice** are the **building blocks** for creating safe, caring and orderly school environments.

Policies

establish clear expectations and set direction for all members of the school community, encourage appropriate action and provide a basis for sanctions in response to inappropriate action. They encourage pro-active and preventive endeavours as well as remedial and restorative approaches when problems do occur. Effective policy is developed in collaboration with the entire community, widely communicated, consistently implemented and regularly reviewed.

Procedures

are official, school-wide protocols and mechanisms that establish and communicate a way of doing things. Procedures describe the method for carrying out policy directions – the steps to be followed in conducting the business of maintaining safe, caring and orderly schools. They provide the formal operational guidelines for staff, students and visitors in the school. Effective procedures support the actions of individuals and groups working together to realize the goals of the school community.

Practices

describe the day-to-day actions and experiences of individuals at school. Effective practices reflect guidelines for safe, caring and orderly schools. They foster positive and healthy school cultures, nurturing social and emotional environments and success for all members of the school community.

Potential Topics for Policy and Procedure Development

Abuse/Neglect Reporting
Anaphylaxis/Severe Allergies
Bullying, Harassment, Intimidation and Other Forms of Violence
Codes of Conduct
Communicable Diseases
Communication
Critical Incidents
Cultural Diversity
Custody Assurance
Equipment/Building Safety
Emergency Procedures
Field Trip Safety
Inter-Agency Protocols
Human Rights
Medical/Health Alerts
Reporting Procedures
Substance Use
Theft and Vandalism
Training
Vehicle/Bus Safety
Visitors/Agents in Schools
Volunteer Drivers
Weapons
WCB Requirements

Attributes of Safe, Caring and Orderly Schools

Schools that are safe, caring and orderly provide the necessary climate for student achievement. At the policy level these elements are intertwined and interdependent.

In a safe, caring and orderly school...

Policies
• Policies provide the basis for development of effective procedures and practices based on research and data
• Board and school policies address the interests of all members of the school community and all aspects of safe, caring and orderly schools • Policies allow for timely responses to emerging issues
• Policies are developed with the input and involvement of school community stakeholders in consultation with knowledgeable resource people
• Board and school policies, procedures and practices are consistent, using similar language and supporting one another
• Policies are clearly articulated to all members of the school community • Policies are communicated to the wider community on a regular basis using a variety of means of communication
• A cycle of policy review is established; district and school data are used in the review and planning process

A Safe School

A **safe school** is one in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and ensures a constant focus on student achievement.

In a safe school...

Procedures
• Procedures address the goal that all members of the school community are safe at school • Procedures are consistent with school board policies • Procedures undergo continuous review and improvement as promising new practices emerge • Evidence is used to monitor how procedures are contributing to school safety
• Emergency procedures are in place • The school board and schools play a role in community emergency response plans • Responses to critical incidents are pre-planned, effective and comprehensive
• Planned responses exist for alcohol and other prohibited substances • Planned responses exist for weapons • Search and seizure protocols are consistent with legislation and best practices
• Procedures exist that address communicable diseases and other health/medical alerts • Procedures are developed in consultation with community health professionals
• Procedures are in place to address issues of child protection • All staff members know child protection laws and procedures
• Reporting of unsafe conditions and actions is actively encouraged • A reporting system is in place; it is clear, accessible and non-threatening • Responses to reports are consistent and effective • Measures taken to resolve problems are recorded • Students know who to approach for help in any school-related context
• Procedures are in place to address visitors to the school • Visitors are aware of guidelines before visiting the school • Protocols and relationships are developed with local police and other agencies to establish how the school and community will partner to promote safety and address safety concerns
• Workers' Compensation Board Occupational Health and Safety regulations are met or exceeded • Staff members know WCB requirements and protocols

Goals of Safe Schools

- Students and other members of the school community are free from harm.
- Students learn and work in an environment that is resistant to disruption and intrusion, and focused on learning.

In a safe school...

Practices
• Regular emergency drills indicate successful emergency preparedness • During emergencies and critical incidents, individuals carry out their responsibilities, members of the school community feel supported and a stable environment is maintained
• School personnel respond quickly and effectively to reports of unsafe conditions or actions • All members of staff are capable and confident when they receive a report • Students and others feel supported in reporting unsafe conditions, actions or potential incidents, and they report when issues arise
• An effective school-wide strategy is in place to reduce the number of incidents of bullying, harassment and intimidation • Problems with prohibited items and substances are rare; when they occur, they are addressed in a way that does not affect the safe operation of the school • Offenders are treated fairly and are referred for counselling help when appropriate
• Communicable disease outbreaks are controlled through good communication, clear roles and inter-agency collaboration • Post-outbreak follow-up occurs • Provisions for students with health alerts are made; related emergencies are handled appropriately • Records are kept of all health emergencies and interventions
• Suspected cases of abuse and neglect are reported promptly, in accordance with legislation and locally established protocols • Students are only released into the custody of persons who have appropriate authority • Suspicious persons are reported to police immediately • Visitors to the school are easily identifiable and their purpose and location are known to school officials

A Caring School

A **caring school** is one in which members of the school community feel a sense of belonging, and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors.

In a caring school...

Procedures
• Procedures promote the dignity and equality of all members of the school community, support diversity and foster a sense of belonging for students and others • School programs are developed that consider the needs of all students • Procedures are in place for examining inequities, disparities and barriers to student achievement
• Staff, students and parents from diverse groups are encouraged to participate actively in school initiatives and decision-making
• Students are given opportunities to assume leadership roles
• Services are in place to support individuals who are at risk of harm • Discipline procedures are preventive and restorative where possible, rather than merely punitive
• Complaint and appeal processes are clear and accessible • Staff members address complaints and concerns about perceived unfair treatment with sensitivity and skill
• Procedures and protocols facilitate partnerships with community agencies to address common issues and provide support for the diverse needs of students, staff and others

Goals of Caring Schools

- Students and other members of the school community feel confident that the school community embraces individuality and diversity.
- Students and other members of the school community feel they belong and that members of the school community relate to one another in positive, supportive ways.
- Schools are a welcoming place for students, staff, parents and visitors.

In a caring school...

Practices
• The environment is inviting and welcoming, fostering feelings of acceptance and belonging for members of the school community • Members of the school community relate to one another in supportive ways • Students and other members of the school community speak with pride about their school • Students are given structured opportunities to show generosity and support to fellow students, staff and members of the greater community
• Regular opportunities are offered to learn about and celebrate human rights, diversity in the community and other key elements of caring schools • Training is provided to continually develop in school staff the knowledge, skills and attitudes to promote human rights and foster caring in schools • Opportunities are created for training with members of the wider community • The wider community is involved in cultural diversity awareness events and education
• Teachers instruct in ways that are responsive to different learning styles and different ways of meeting learning outcomes
• Visitors and guests feel welcome in the school and that their presence is appreciated • School personnel maintain regular contact with parents as a means of relaying important information and establishing rapport that will support student achievement
• Schools actively network with the wider community to identify and link to resources that support the diverse needs of members of the school community • Members of the school community are assisted in learning about helpful resources in the wider community and are supported in accessing them

An Orderly School

An **orderly school** is one in which members of the school community are informed about and exercise their rights and responsibilities as school citizens. Expectations about acceptable behaviour, respect and decorum are generally understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

In an orderly school...

Procedures
• A school-wide program is in place to help maintain a positive climate in all aspects of school life
• Clear expectations for acceptable conduct are established in each school • Codes of conduct reflect the values and expectations described in school board policy
• Codes of conduct are developed with participation from parents, students, teachers, school administrators and other school support staff
• Expectations for acceptable conduct are made known to students, parents and school staff, as well as to temporary staff and visitors • Protocols for conduct while acting as ambassadors of the school exist and are made known to students, parents, coaches and involved members of the greater community
• Consequences for prohibited actions are clear and consistent, allowing room for judgment based on context • Students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
• Procedures are established to record incidents of student conduct breaches
• Relevant data are used as procedures are reviewed and revised

Goals of Orderly Schools

- Students and other members of the school community recognize their own rights and the rights of others, and exercise their responsibilities as school citizens.
- Students and other members of the school community conduct themselves in a manner that reflects an understanding of acceptable behaviour, respect and decorum.
- Students and other members of the school community have confidence that problems will be resolved in a consistent, appropriate and timely manner.

In an orderly school...

Practices
• School-wide efforts help to maintain a positive climate in all aspects of school life
• Members of the school community are familiar with expectations outlined in the school code of conduct • Orientation to school board and school policy and procedures is provided for new members of the school community
• Members of the school community treat one another with respect and courtesy • Members of the school community carry this level of decorum with them while acting as ambassadors of the school (e.g., on out-of-school trips, at school-sponsored and other public events) • No member of the school community dresses in a manner or possesses personal property at school that offends, intimidates or otherwise detracts from a supportive learning environment
• Guests and visitors to the school are treated with respect and courtesy, including visiting students and student athletes and their coaches • Students go out of their way to host or guide guests and visitors
• Consequences for prohibited actions are applied consistently, allowing room for judgment based on context • Students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
• Members of the school community express concerns in appropriate ways and to appropriate personnel, in accordance with school/school board policy and procedure
• Incidents of student breaches of the code of conduct are recorded, including information about how these were resolved
• Relevant data are used as procedures are reviewed and revised

Appendix B: Guiding Questions

The questions that follow are designed to facilitate discussion, to assist in bringing focus to key elements of safe, caring and orderly schools, and to prompt actions that will lead to continually improving policies, procedures and practices in support of school safety.

Policies

Policies establish clear expectations and set direction for all members of the school community, encourage appropriate action and provide a basis for sanctions in response to inappropriate action. They encourage pro-active and preventive endeavours as well as remedial and restorative approaches when problems do occur. Effective policy is developed in collaboration with the entire community, widely communicated, consistently implemented and regularly reviewed.

- How well do current school board and school policies establish clear expectations for safe schools and set the direction for effective practice in schools?
- How well do existing policies reflect and respond to the beliefs, customs, practices, languages, behaviours and physical differences of individuals and groups in the school community?
- In what ways are all community members – school employees, parents, students and interested others – encouraged to contribute to policy development?
- How effectively are policies communicated to members of the school community?
- Are the day-to-day practices of schools consistent with policies?
- How are questions and concerns about policies addressed?
- What processes are in place for regular policy review and revision?
- What evidence indicates that existing policies are supporting district efforts to maintain safe, caring and orderly schools?

Procedures

Procedures are official, school-wide protocols and mec' nisms that establish and communicate a way of doing things. Procedures describe the method for carrying out policy directions – the steps to be followed in conducting the business of maintaining safe, caring and orderly schools. They provide the formal operational guidelines for staff, students and visitors in the school. Effective procedures support the actions of individuals and groups working together to realize the goals of the school community.

- Does the district/school have clear procedures for addressing key elements of safe, caring and orderly schools?
- Are procedures consistent with school district policies?
- How do school procedures reflect and respond to the beliefs, customs, practices, languages, behaviours and physical differences of individuals and groups in the school community?
- In what ways are all members of the school community encouraged to contribute to the development of effective procedures in the school?
- What measures are in place to encourage individuals to report when they are aware of unsafe conditions or when they suspect or witness incidents or potential acts of violence? What measures provide such individuals with confidence that their reports will lead to appropriate action and that necessary support will be provided to them, as well as to others involved?
- What measures are in place to create and maintain a positive school climate that supports student achievement?
- How are training activities in the school aligned with safety goals?
- How is diversity reflected in all aspects of the life of the school?
- How are partnerships with community agencies fostered? How are members of the school community supported in learning about the services these agencies provide?
- What are the expectations for student conduct and the conduct of others in the school community? How are these expectations promoted on a consistent basis?
- How can members of the school community obtain information about key safety concerns and the way the school addresses them?
- What evidence indicates that existing procedures are supporting the school's efforts to maintain a safe, caring and orderly learning environment?

Practices

Practices describe the day-to-day actions and experiences of individuals at school. Effective practices reflect guidelines for safe, caring and orderly schools. They foster positive and healthy school cultures, nurturing social and emotional environments and success for all members of the school community.

- How do people treat one another at school? Is the school climate respectful, courteous, positive and inclusive?
- Do individuals know their rights and responsibilities as members of the school community?
- To what degree do students feel they belong to the school community? How do students express pride in the school?
- How do members of the school community promote socially responsible behaviour and keep the school environment free from discrimination, bullying, harassment and other forms of violence? Are these practices carried out in ways that are preventive and restorative, as well as remedial?
- In what ways do teachers employ strategies that take into account the differing interests and needs of students, and their different learning styles and strengths?
- How does the school encourage students to become responsible leaders in the school? What are some examples of students serving as leaders in areas that support school safety?
- How does the school encourage students to report unsafe conditions, actions or potential incidents? Do students report with consistency?
- How quickly and effectively are concerns addressed when individuals describe what they believe to be unfair or insensitive treatment?
- What evidence is used to determine if the school is becoming more safe, caring and orderly?

Appendix C: Resources Relating to School Safety

Most of the following resources can be printed from the Ministry of Education website. The appendix also provides links to materials available on other helpful websites.

www.bced.gov.bc.ca ⇨ Safe, Caring and Orderly Schools

Call it Safe: A parent guide for dealing with bullying in elementary schools (237KB PDF)

English, French, Korean, Punjabi, Simplified Chinese, Traditional Chinese

Description: A guide for parents of elementary school students, and Parent Advisory Council (PAC) members. It will:

- answer some of the questions you may have about bullying, and give you information about what you need to know and do to help your children
- provide information that you and your PAC can use to work with your school to help ensure the school is safe.

This guide is also useful for others who wish to understand parents' views on bullying, and help to raise awareness and promote effective programs.

Call it Safe: A parent guide for dealing with harassment and intimidation in secondary schools (153KB PDF)

English, French, Korean, Punjabi, Simplified Chinese, Traditional Chinese

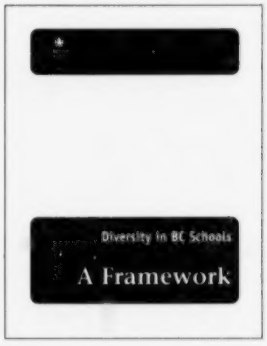
Description: A guide for parents of secondary school students, and Parent Advisory Council (PAC) members. It will:

- answer some of the questions you may have about harassment and intimidation, and give you information about what you need to know and do to help your children
- provide information that you and your PAC can use to work with your school to help ensure the school is safe.

This guide is also useful for others associated with the public school system who wish to understand parents' perspectives on harassment and intimidation, and engage parents' help in raising awareness and promoting effective awareness, prevention, intervention and protection programs.

Responding to Critical Incidents: A Resource for Schools (RB0071) (259KB PDF)

Description: Intended to assist schools and school districts in planning effective responses after traumatic events. This resource contains a generic protocol for supporting staff and students dealing with emotional issues after a critical incident, violent event, natural disaster or other traumatic event. As well, it contains useful material on Critical Incidents Stress Debriefing, including developing a critical incidents response plan, communication guidelines, and team/teacher/school checklists and agendas.



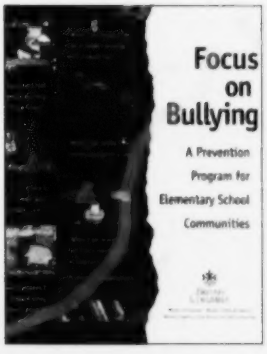
Diversity in BC Schools: A Framework (191KB PDF)

Description: Describes key concepts, references guiding legislation and includes important implications for policies, strategies and initiatives in the school system related to:

- honouring diversity and promoting human rights;
- preventing discrimination, harassment and violence; and
- responding to incidents of discrimination, harassment or violence when they occur.

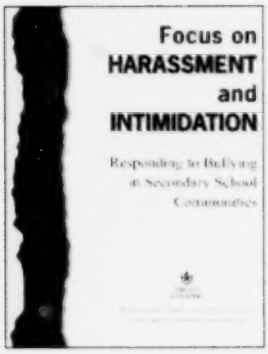
Designed to assist in:

- reviewing existing policies and practices to ensure they are consistent with legislation;
- enhancing existing policies and practices to ensure they address diversity; and
- developing or implementing new policies and practices to directly address the diverse needs of the people served by the school system.



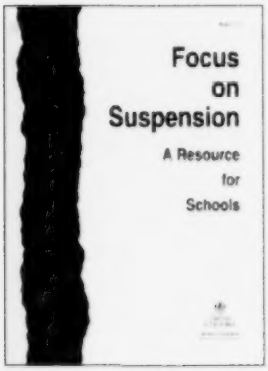
Focus on Bullying: A Prevention Program for Elementary School Communities (RB0077) (153KB PDF)

Description: Based on a comprehensive program first developed by the Vancouver School Board, this resource promotes an approach in which all members of the school community contribute to the development of a school-wide bullying prevention plan. This guide contains resources and training materials for teachers, school administrators and support staff. It includes practical ideas, activities and strategies, including a series of skill-building lesson plans that actively engage students in discussions about bullying and in devising solutions to stop bullying when it occurs in elementary schools.



Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities (RB0077) (2.89MB PDF)

Description: Defines key concepts and processes associated with a safe learning environment and describes a collaborative process for safe school policy development. The resource also provides suggestions for teaching these concepts and processes in the classroom. It includes examples of promising practices from around the province, and guidelines for responding effectively, respectfully and consistently to incidents of harassment and intimidation.

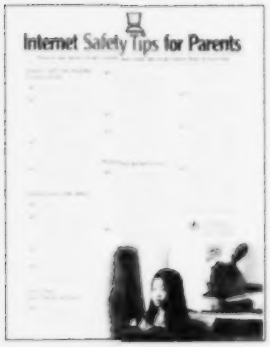


Focus on Suspension: A Resource for Schools (RB0079) (640KB PDF)

Description: Provides information to assist schools in developing strategies that focus on alternatives to out-of-school suspension. It includes:

- information on the legal aspects of suspension in BC;
- successful discipline and support interventions as alternatives to suspension; and
- examples of successful programs and practices both in BC and in research literature.

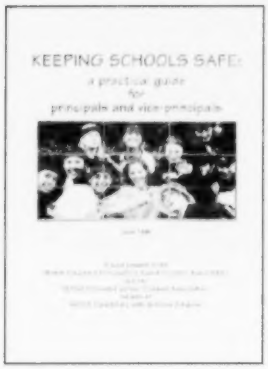
The handbook emphasizes the importance of a positive, healthy school climate and effective classroom management in preventing situations that may result in suspension.



Internet Safety Tips for Parents

Description: Steps parents can take to protect children who use the Internet. The fact sheet includes information about:

- general rules for using the Internet
- guiding your child online
- preserving your family's privacy
- minimizing possible risks

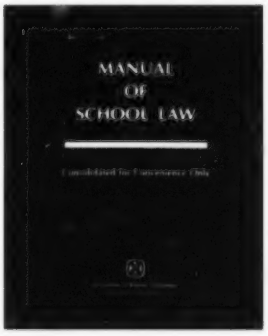


Keeping Schools Safe: A practical guide for principals and vice-principals

Description: Developed to support school-based administrators, principals and vice-principals in their work to keep schools safe. Part I is set out in a simple format to give principals and vice-principals a quick and easy reference to use when a situation occurs, with clear suggestions for preventive measures that can be built into the life of the school.

Part II discusses in-depth legal issues associated with creating safe school communities of interest to school-based and district administrators, trustees, teachers and many other members of the school district community.

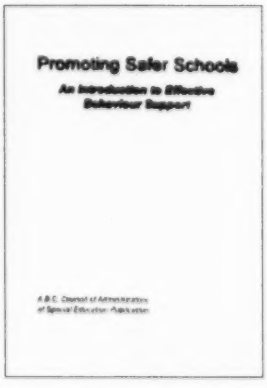
**Note: to purchase copies of this resource, please contact the BC School Principals' and Vice-Principals' Association by email at linda@BCPVPA.bc.ca or call 1-800-663-0432 (toll free).



Manual of School Law

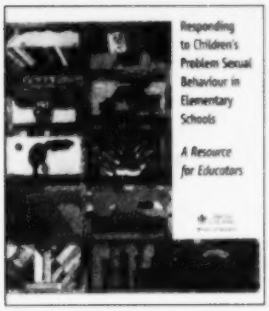
Description: Contains the *School Act*, which describes the roles and responsibilities of educators, students and parents. Of particular interest:

- Statement of Education Policy Order (Mandate for the School System) Authority: *School Act* s.169 (3) (OIC 1280/89 (Manual of School Law - location is D-81)
- *School Act* s. 76 (2) (3) (conduct, discipline in schools) (Manual of School Law - location is C-45)
- *School Act* s. 85 (2) (c) (school boards) (Manual of School Law - location is D-81)
- *School Act* s. 6 (duties of students) (Manual of School Law - location is C-14)
- *School Act* s. 7 and 8 (parents and parents' advisory council) (Manual of School Law - location is C-15)



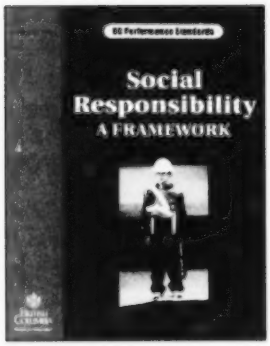
Promoting Safer Schools: An Introduction to Effective Behaviour Support

Description: In BC many educators have embraced effective behaviour support as a helpful approach in developing school-wide plans for ensuring safe and caring schools. This publication provides an overview of the components of an effective behaviour support plan. Schools seeking training and support for the development of a school-wide plan should contact the BC Safe Schools and Communities Centre at 1-888-224-7233 or (604) 660-7233.



Responding to Children's Problem Sexual Behaviour in Elementary Schools: A Resource for Educators (RB0078) (153KB PDF)

Description: Intended to help school staff respond to children's problem sexual behaviour in a practical and preventative manner – one that helps students better understand the behaviour and its effects. The primary goals of this guide are to facilitate communication, empathy and accountability. This manual helps school staff understand how problems develop, and how teachers and other school staff can respond appropriately to them. It also provides school principals with information about issues of liability and accountability.



Social Responsibility: A Framework (797KB PDF)
Description: Provides educators, students and families with a common set of expectations for student development in four categories:

Contributing to the Classroom and School Community
- sharing responsibility for the social and physical environment
- participating and contributing to the class and to small groups

Solving Problems in Peaceful Ways
- managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- using effective problem-solving steps and strategies

Valuing Diversity and Defending Human Rights
- treating others fairly and respectfully; showing a sense of ethics
- recognizing and defending human rights

Exercising Democratic Rights and Responsibilities
- knowing and acting on rights and responsibilities (local, national, global)
- articulating and working toward a preferred future for the community, nation and planet – a sense of idealism

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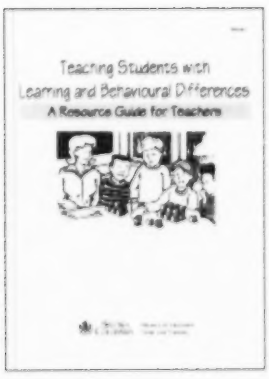

Teaching Students with Learning and Behavioural Differences

Description: Designed to support teachers as they strive to help students with learning and behavioural difficulties succeed in the classroom. The introduction features information on in-class intervention, referrals and communication with parents.

BC Safe Schools and Communities Centre
www.safeschools.gov.bc.ca

Safe Schools and Communities Centre Resource Catalogue

A searchable catalogue of video and print materials.
Description: The BC Safe Schools and Communities Centre maintains a wealth of print and video resources in these major topic areas:

- Counselling and Support
- Crime and Violence Prevention
- Diversity
- Intimidation, Harassment and Violence
- The Legal System
- Social and Emotional Development
- Youth at Risk
- Youth Leadership

The BC Confederation of Parent Advisory Councils
www.bccpac.bc.ca

BCCPAC Advocacy Project
www.bccpac.bc.ca/advocacy/Advocacy-Main.htm
Description: A parent-driven movement to help parents and students have a voice in our public education system and solve problems in a positive way.

The BC School Trustees Association
www.bcsta.org

BCSTA maintains a searchable database of school district policies
www.bcsta.org/policy/polindex.htm
There are two search options:
Detailed: search by school district, date, policy name, etc.
Short: search by content field only, e.g., safe schools-related content fields:

- Code of Conduct
- Bullying
- Harassment and Intimidation
- Racism
- Student Discipline

"PRIDELINE BC"
Toll Free:
1-800-566-1170

The Prideline provides a non-judgmental, supportive service to the Lesbian, Gay, Transgendered and Bisexual communities.
7 days per week from 7:00 p.m. to 10:00 p.m.

Youth Against Violence Line
Toll Free:
1-800-680-4264

The Youth Against Violence Line is a safe, confidential way for youth to pass on information to prevent fights, receive assistance about harassment, bullying and sexual assault and leave information about drug and criminal activity.

Appendix D: Recording and Reporting – Sample Forms

Safe, caring and orderly schools monitor and evaluate their school environments for evidence of continuous improvement. They recognize and celebrate achievements, while acknowledging areas that need improvement.

Reports – In

A key principle of the provincial accountability structure is that boards employ evidence-based decision making, using a combination of provincial measures and measures that are relevant to the local community context.

Schools can't intervene in a timely manner to address concerns about school safety or stop (or head off) specific incidents unless they know about them.

Records – Kept

Routinely kept records of reported safety concerns and incidents of violence provide documentation about the nature of each concern or incident, when and by whom the report was received and what action was taken in response.

Reports – Out

A review of Accountability Contracts submitted for 2003/04 confirms that the focus on school safety is growing. School boards are monitoring safety data and using evidence to guide their planning.

Over time, routinely kept records enable schools and school boards to monitor safety issues and plan comprehensive strategies to address them. They also provide a basis for accountability.

Recommended Resources

Focus on Bullying:
A Prevention Program for Elementary School Communities

See – Develop a School-Wide Plan for Bullying Prevention (Pages 15-57) and
Respond Directly to Bullying Situations (Pages 59-83)

Focus on Harassment and Intimidation:
Responding to Bullying in Secondary School Communities

See – Chapter 3/Taking Action, Part I
Preparing for Action (Pages 23-40)
Chapter 6/Taking Action, Part IV
Responding (Pages 97-115)

Sample Forms presented in Appendix D have been adapted from these resources.

Assessing Ourselves, Assessing Our Schools

Sample only

Reports In

In addition to data about school safety provided through provincial satisfaction surveys, school boards and schools might also choose to develop surveys to promote thinking and discussion about bullying, harassment and intimidation in their school communities. A sample is provided below.

Bullying a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance

Harassment any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating or offensive to another person

Intimidation the act of instilling fear in someone as a means of controlling that person

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1. How safe do I feel at my school? How welcome? How much do I feel like I belong? Why?

2. How would I describe the relationships between staff and students in our school? Relationships among staff? Relationships among students?

3. How could I contribute to a sense of community in my school? What am I doing already? What could others do? What are others doing already?

4. How would I describe our school culture? How diverse is the culture? How well does it welcome diversity?

5. Have I ever discriminated against anyone for any reason? Have I ever witnessed someone else's act of discrimination? Have I ever felt discriminated against?

6. Have I ever bullied, harassed or intimidated anyone for any reason? Have I ever witnessed someone else being bullied, harassed or intimidated? Have I ever felt bullied, harassed or intimidated?

7. How effective are the bullying, harassment and intimidation prevention initiatives at our school? How do we measure their effectiveness? How do we use the information we gather to shape the way we address bullying, intimidation and harassment?

8. How do I feel about teaching or learning about bullying, harassment and intimidation at school? What would be the best way to do it? What challenges would need to be overcome? What opportunities exist already?

9. How are issues of bullying, harassment and intimidation communicated to parents? The broader community? How are parents involved following incidents affecting their children as victims, aggressors or bystanders? How is the broader community involved in resolution options?

10. What does "safe school" mean to me? What would it look like? Feel like?

Report of Concern/Incident – Student

Sample Only

Name: _____ Grade: _____ Class: _____ Date: _____

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents, it is important for you to tell us, in your words, what happened.

1. When did the incident happen? Date: _____ Time of Day: _____

2. Where did it happen?

_____

_____

3. Who was there?

_____

_____

4. What happened?

_____

_____

5. Why did it happen?

_____

_____

6. What could you have done differently to solve the problem?

_____

_____

Teacher's/Principal's Signature: _____

Parent's Signature: _____

Report of Concern/Incident – Adult

Sample Only

Date of Record: _____ Time: _____

Name of School: _____

Person Completing Form: _____

Nature of Concern/Incident:

Date Concern/Incident Occurred: _____ Time: _____

Place: _____

Individuals Involved: _____

Details of the safety concern/incident: **Actions taken:**	**Gather Information:** • What happened before, during and after incident? • Your response? • Their response? • Give words and actions. • Witnesses. • How did it end? • Previous report of concern/incident.
Acknowledge/Affirm "You were right to tell me." "I'm sorry that happened (to you)." Assure the student that appropriate action will be taken. Follow-up: _____ Date: _____	• Feelings • Changes in behaviour • File Report • Follow-up

Received by: _____ Time: _____

Signature of Principal: _____ Date: _____

School/District Incidents Report

Sample only

District Report ❑ School Report ❑

Reporting Period _____

Part 1 may be used to record the nature and number of incidents that were reported formally in your school/school district in the past calendar year. Within each response level (i.e., the level involved in the response to the incident/ behaviour), enter the total number of incidents that occurred in the school/district in the past 12 months. An incident may be counted in more than one response level if more than one level was a part of the response. Once the incident data has been entered, it is possible to determine the incident category totals, response level totals and the total number of incidents for the year.

Part 2 provides an opportunity to determine how many times each type of intervention/ response in the list provided was used for the incidents recorded in Part 1. The total number of interventions/responses may be more than the number of incidents reported, as the school/district may have employed more than one method for a single incident.

Part 1

Response Level
Each incident may be recorded in as many response levels as required

Sample Incident Categories	Responded at school	Responded with district support	Responded with police or community agency support/intervention	Ongoing response	Total
Bullying, harassing, intimidating and other violent behaviours					
Illicit substance-related behaviours (use, possession, trafficking, etc.)					
Disruptive, disrespectful and non-compliant behaviours					
Attendance and non-participation behaviours					
Property offense behaviour (theft, vandalism, etc.)					
Response level totals					**Incident totals**

In the "total" column, each incident would be counted only once, regardless of the number of response levels reported.

Part 2

This section provides a total for each intervention/response method based on how many times it was used this school year **for the incidents recorded in Part 1**.

The number of interventions/responses indicated below may not necessarily match the total number of incidents, as schools/districts often employ more than one method.

Number of times intervention/response used	Sample Methods of Intervention/Response
	Class conference/meeting
	Restricted access to facilities/activities
	Reduced day length (permanent or temporary)
	Educational program change
	Peer counselling (not including mediation)
	Mentoring program/asset building
	Functional behavioural assessment and behaviour plan
	Daily/weekly monitoring
	Self-reflective exercise or research project in related topic
	Special education procedural change
	Restitution to school/community/victim
	Family group conference/justice circle (restorative justice)
	School-based team involvement
	Mediation/conflict resolution including peer mediation
	Counselling (in-school or referral to out-of-school professional)
	Police involvement (no charges)
	Criminal charges
	Service to school (e.g. garbage pick-up)
	Reminder/reprimand
	Detention(s)
	Suspension (in school)
	Suspension (out of school more than 5 days)
	Suspension (out of school 5 days or fewer)
	Other (please specify)

Appendix E: Guiding Legislation

This appendix provides easy access to legislation relevant to the Safe, Caring and Orderly Schools Strategy.

1. The *Constitution Act*
   a) The *Charter of Rights and Freedoms*
   b) The *Rights of Aboriginal Peoples*
2. The *Multiculturalism Act*
3. The *BC Human Rights Code*
4. The *Official Languages Act*
5. The *Youth Criminal Justice Act*
6. The *School Act*

1. *The Constitution Act* (1982)

EXCERPTS - NOT OFFICIAL VERSION

The *Canadian Charter of Rights and Freedoms* is Part I of the Canadian *Constitution Act*. Generally speaking, any person in Canada, whether a Canadian citizen, a permanent resident or a newcomer, has the rights and freedoms contained in the Charter. There are some exceptions. For example, only citizens of Canada have the right to vote, and "the right to enter, remain in and leave Canada."

Part I *The Canadian Charter of Rights and Freedoms*

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Section 1: *Guarantee of Rights and Freedoms*

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

The Charter sets out those rights and freedoms that Canadians believe are necessary in a free and democratic society, including guarantee of:

- fundamental freedoms,
- democratic rights,
- the right to live and seek employment anywhere in Canada,
- legal rights: the right to life, liberty and personal security,
- equality rights for all,
- the official languages of Canada,
- minority language educational rights,
- Canada's multicultural heritage, and
- Aboriginal Peoples' rights.

Section 2: *Fundamental Freedoms*

Everyone has the following fundamental freedoms:

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association.

Even though these freedoms are very important, governments can sometimes limit them. For example, laws against pornography and hate propaganda are reasonable limits on freedom of expression because they prevent harm to individuals and groups.

Section 15: *Equality Rights*

The Supreme Court of Canada has stated that the purpose of section 15 is to protect those groups who suffer social, political and legal disadvantage in society. Discrimination occurs where, for example, a person, because of a personal characteristic, suffers disadvantages or is denied opportunities available to other members of society.

1. Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

2. Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

The courts have held that section 15 also protects equality on the basis of other characteristics that are not specifically set out in it. For example, this section has been held to prohibit discrimination on the grounds of sexual orientation.

At the same time as it protects equality, the Charter also allows for certain laws or programs that favour disadvantaged individuals or groups. For example, programs aimed at improving employment opportunities for women, Aboriginal Peoples, visible minorities, or those with mental or physical disabilities are allowed under section 15 (2).

Section 23: *Minority Language Educational Rights*

This section of the Charter requires provincial governments to provide education to Canadians in the official language of their choice, even in areas where a minority of residents speak that language. In all cases, the right to receive an education in a minority language applies only when there is a sufficient number of eligible children to justify providing schooling in that language. Where those numbers do exist, governments must provide the necessary facilities.

Section 25: *General*

The Canadian constitution recognizes the rights of Aboriginal Peoples of Canada (which include Indian, Inuit and Mtis groups) in order to protect their culture, customs, traditions and languages.

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal treaty or other rights or freedoms that pertain to the Aboriginal Peoples of Canada including:

a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763;
b) any rights or freedoms that now exist by way of land claims agreements or be so acquired; and
c) any rights or freedoms that may be acquired by the Aboriginal Peoples of Canada by way of land claim settlement.

Section 25 makes it clear that other rights contained in the Charter must not interfere with the rights of Aboriginal Peoples. For example, where Aboriginal Peoples are entitled to special benefits under treaties, other persons who do not enjoy those benefits cannot argue that they have been denied the right to be treated equally under section 15 of the Charter.

Section 27: *Multicultural Heritage*

Canadians are proud of the fact that Canada is home to many cultural groups. This feature of our country is officially recognized in section 27.

This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

Section 28: *Rights Guaranteed Equally to Both Sexes*

Section 28 makes it clear that both women and men are equally protected under the Charter.

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons. This principle is also found in section 15.

Part II ***Rights of the Aboriginal Peoples of Canada***

Section 35:

1) The existing aboriginal and treaty rights of the Aboriginal Peoples of Canada are hereby recognized and affirmed.

2) In this Act, "Aboriginal Peoples of Canada" includes the Indian, Inuit and Mtis peoples of Canada.

3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

2. *Multiculturalism Act* (RSBC 1996) c.321 EXCERPTS - NOT OFFICIAL VERSION

Purpose of the Act

2. *The following are the purposes of this Act:*

   a) to recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;

   b) to encourage respect for the multicultural heritage of British Columbia;

   c) to promote racial harmony, cross-cultural understanding and respect the development of a community that is united and at peace with itself;

   d) to foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia.

Multiculturalism Policy

3. *It is the policy of the government to:*

   a) recognize and promote the understanding that multiculturalism reflects the racial and cultural diversity of British Columbians,

   b) promote cross cultural understanding and respect and attitudes and perceptions that lead to harmony among British Columbians of every race, cultural heritage, religion, ethnicity, ancestry and place of origin,

   c) promote the full and free participation of all individuals in the society of British Columbia,

   d) foster the ability of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to share in the economic, social, cultural and political life of British Columbia in a manner that is consistent with the rights and responsibilities of that individual as a member of the society of British Columbia,

   e) reaffirm that violence, hatred and discrimination on the basis of race, cultural heritage, religion, ethnicity, ancestry or place of origin have no place in the society of British Columbia,

   f) work toward building a society in British Columbia free from all forms of racism and from conflict and discrimination based on race, cultural heritage, religion, ethnicity, ancestry and place of origin,

   g) recognize the inherent right of each British Columbian, regardless of race, cultural heritage, religion, ethnicity, ancestry or place of origin, to be treated with dignity, and

   h) generally, carry on government services and programs in a manner that is sensitive and responsive to the multicultural reality of British Columbia.

3. *Human Rights Code*, R.S.B.C. 1996, c. 210 EXCERPTS - NOT OFFICIAL VERSION

Discrimination and intent

Discrimination in contravention of this Code does not require an intention to contravene this Code.

Purposes

The purposes of this Code are as follows:

a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia,

b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights,

c) to prevent discrimination prohibited by this Code,

d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code,

e) to provide a means of redress for those persons who are discriminated against contrary to this Code,

f) to monitor progress in achieving equality in British Columbia,

g) to create mechanisms for providing the information, education and advice necessary to achieve the purposes set out in paragraphs (a) to (f).

Code prevails

If there is a conflict between this Code and any other enactment, this Code prevails.

The BC *Human Rights Code* identifies 13 protected grounds under the legislation.

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age (applies to persons 19 to 64 years of age), and unrelated criminal or summary convictions.

4. *Official Languages Act* (1985) c. 31 (4th Suppl.) EXCERPTS - NOT OFFICIAL VERSION

Part VII *Advancement of English and French*

Government policy

Section 41.

The Government of Canada is committed to

b) fostering the full recognition and use of both English and French in Canadian society.

Specific mandate of Minister of Canadian Heritage

Section 43.

(1) The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to

b) encourage and support the learning of English and French in Canada

e) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French

5. *Youth Criminal Justice Act* (2002) c.1

EXCERPTS - NOT OFFICIAL VERSION

The 2002 Youth Criminal Justice Act has been in force since February 19, 2002.

Preamble

WHEREAS members of society share a responsibility to address the developmental challenges and the needs of young persons and to guide them into adulthood;

WHEREAS communities, families, parents and others concerned with the development of young persons should, through multi-disciplinary approaches, take reasonable steps to prevent youth crime by addressing its underlying causes, to respond to the needs of young persons, and to provide guidance and support to those at risk of committing crimes;

WHEREAS information about youth justice, youth crime and the effectiveness of measures taken to address youth crime should be publicly available;

WHEREAS Canada is a party to the United Nations Convention on the Rights of the Child and recognizes that young persons have rights and freedoms, including those stated in the Canadian Charter of Rights and Freedoms and the Canadian Bill of Rights, and have special guarantees of their rights and freedoms;

AND WHEREAS Canadian society should have a youth criminal justice system that commands respect, takes into account the interests of victims, fosters responsibility and ensures accountability through meaningful consequences and effective rehabilitation and reintegration, and that reserves its most serious intervention for the most serious crimes and reduces the over-reliance on incarceration for non-violent young persons;

NOW, THEREFORE, Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

Declaration of Principle

3. (1) The following principles apply in this Act:

(a) the youth criminal justice system is intended to

(i) prevent crime by addressing the circumstances underlying a young person's offending behaviour,
(ii) rehabilitate young persons who commit offences and reintegrate them into society, and
(iii) ensure that a young person is subject to meaningful consequences for his or her offence

in order to promote the long-term protection of the public;

(b) the criminal justice system for young persons must be separate from that of adults and emphasize the following:

(i) rehabilitation and reintegration,
(ii) fair and proportionate accountability that is consistent with the greater dependency of young persons and their reduced level of maturity,
(iii) enhanced procedural protection to ensure that young persons are treated fairly and that their rights, including their right to privacy, are protected,
(iv) timely intervention that reinforces the link between the offending behaviour and its consequences, and
(v) the promptness and speed with which persons responsible for enforcing this Act must act, given young persons' perception of time;

(c) within the limits of fair and proportionate accountability, the measures taken against young persons who commit offences should

(i) reinforce respect for societal values,
(ii) encourage the repair of harm done to victims and the community,
(iii) be meaningful for the individual young person given his or her needs and level of development and, where appropriate, involve the parents, the extended family, the community and social or other agencies in the young person's rehabilitation and reintegration, and
(iv) respect gender, ethnic, cultural and linguistic differences and respond to the needs of aboriginal young persons and of young persons with special requirements; and

(d) special considerations apply in respect of proceedings against young persons and, in particular,

(i) young persons have rights and freedoms in their own right, such as a right to be heard in the course of and to participate in the processes, other than the decision to prosecute, that lead to decisions that affect them, and young persons have special guarantees of their rights and freedoms,
(ii) victims should be treated with courtesy, compassion and respect for their dignity and privacy and should suffer the minimum degree of inconvenience as a result of their involvement with the youth criminal justice system,
(iii) victims should be provided with information about the proceedings and given an opportunity to participate and be heard, and
(iv) parents should be informed of measures or proceedings involving their children and encouraged to support them in addressing their offending behaviour.

Part 1 – Extrajudicial Measures

Principles and Objectives

Declaration of principles

4. The following principles apply in this Part in addition to the principles set out in section 3:

(a) extrajudicial measures are often the most appropriate and effective way to address youth crime;

(b) extrajudicial measures allow for effective and timely interventions focused on correcting offending behaviour;

(c) extrajudicial measures are presumed to be adequate to hold a young person accountable for his or her offending behaviour if the young person has committed a non-violent offence and has not previously been found guilty of an offence; and

(d) extrajudicial measures should be used if they are adequate to hold a young person accountable for his or her offending behaviour and, if the use of extrajudicial measures is consistent with the principles set out in this section, nothing in this Act precludes their use in respect of a young person who

(i) has previously been dealt with by the use of extrajudicial measures, or
(ii) has previously been found guilty of an offence.

Objectives

5. Extrajudicial measures should be designed to

   (a) provide an effective and timely response to offending behaviour outside the bounds of judicial measures;

   (b) encourage young persons to acknowledge and repair the harm caused to the victim and the community;

   (c) encourage families of young persons – including extended families where appropriate – and the community to become involved in the design and implementation of those measures;

   (d) provide an opportunity for victims to participate in decisions related to the measures selected and to receive reparation; and

   (e) respect the rights and freedoms of young persons and be proportionate to the seriousness of the offence.

6. *School Act* c. 412 *(Revised Statutes of British Columbia 1996)* EXCERPTS - NOT OFFICIAL VERSION

Preamble

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

Part 2 - *Students and Parents* Division 1 - Students

Section 2. *Access to educational program*

A person is entitled to enroll in an educational program provided by the board of a school district if the person

(a) is of school age, and
(b) is resident in that school district.

Section 6. *Duties of students*

(1) A student must comply
  (a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
  (b) with the code of conduct and other rules and policies of the board or the Provincial school.

(2) A student attending a school or Provincial School must participate in an educational program as directed by the board or by the principal of the Provincial School.

Part 6 - *School Boards* Division 2 - Powers and Duties

Section 75. *Provision of educational program*

(1) Subject to the other provisions of this Act and the regulations and to any orders of the minister under this Act, a board must make available an educational program to all persons of school age who enroll in a school in the district.

(2) A board may provide an educational program to persons referred to in subsection (1)
  (a) in its own school district, or
  (b) with the consent of a parent of the person referred to in subsection (1), in another school district or in a francophone school district.

(3) A board complies with subsection (1) if
  (a) the educational program is provided by the board,
  (b) with the approval of the minister, the educational program is provided by a Provincial school, or
  (c) with the agreement of another board or a francophone education authority, and with any consent required under subsection (2) (b) the educational program is provided by that other board or by the francophone education authority.

(4) Subject to section 74.1, a board may assign and reassign students to specific schools or to educational programs referred to in subsection (3).

(5) [Repealed 2002-53-19.]

(6) A board may recognize as part of a student's educational program an educational activity that is not provided by the board.

(7) Subject to the regulations, a board
  (a) is responsible for evaluating all of the educational programs and services provided by the board, including services provided under an agreement under section 86 (1) (a), and
  (b) must have students assessed and evaluated by a member of the college.

(8) A board may, in accordance with any terms and conditions specified by the board, permit a person who is older than school age
  (a) to attend an educational program, or
  (b) to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.

Section 76. *Conduct*

(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.

(3) The discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment.

Section 85. *Power and capacity*

(1) For the purposes of carrying out its powers, functions and duties under this Act and the regulations, a board has the power and capacity of a natural person of full capacity.

(2) Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or any of the following:
  (a) determine local policy for the effective and efficient operation of schools in the school district;
  (b) subject to the orders of the minister, approve educational resource materials and other supplies and services for use by students;
  (c) make rules
    (i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board.
    (ii) respecting suspension of students and the provision of educational programs for suspended students,
    (iii) respecting attendance of students in educational programs provided by the board,
    (iv) respecting the establishment, operation, administration and management of
      (A) schools operated by the board and educational programs provided by the board, and
      (B) transportation equipment used for the purposes of the board,
    (v) respecting the provision of volunteer services,
    (vi) respecting the management of student housing facilities and the supervision of students accommodated in them, and
    (vii) respecting any other matter under the jurisdiction of the board.

(3) Despite any other provision of the Act, a board may refuse to offer an educational program to a student 16 years of age or older if that student
  (a) has refused to comply with the code of conduct, other rules and policies referred to in section 6, or
  (b) has failed to apply himself or herself to his or her studies.

Section 169. *Annual report and ministerial statement*

(1) Subject to the approval of the Lieutenant Governor in Council, the minister must from time to time issue a statement of education policy for British Columbia.

Section 177 of the ***School Act*** addresses maintenance of order:

(1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction
   (a) must immediately leave the land and premises, and
   (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace

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The **duties of teachers** are set out in **s.4** of the **School Regulation** including:

(b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions whenever and wherever held;

(c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school.

The principal's role in setting expectations of student conduct is contained in **s.5** of the **School Regulation**:

5(7) The principal of a school is responsible for administering and supervising the school including...

(g) the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school,

and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students;

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